



## IDENTIFYING DATA

### Sociology: General Sociology

|                   |   |                 |      |            |
|-------------------|---|-----------------|------|------------|
| Subject           | Sociology: General Sociology            |                 |      |            |
| Code              | P07G092V01108                           |                 |      |            |
| Study programme   | Grado en Dirección y Gestión Pública    |                 |      |            |
| Descriptors       | ECTS Credits                            | Choose          | Year | Quadmester |
|                   | 6                                       | Basic education | 1st  | 2nd        |
| Teaching language | #EnglishFriendly<br>Spanish<br>Galician |                 |      |            |
| Department        |   |                 |      |            |
| Coordinator       | Torres Outón, Sara María                |                 |      |            |
| Lecturers         | Torres Outón, Sara María                |                 |      |            |
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| Web               |   |                 |      |            |

**General description** This subject pursues not only to learn but also to sensitize to the students in basic sociological knowelge. Any professional that renders services through public administration or personal entities, owes to comprise and analyzes how the structures and social relations interfere in the daily life groups, individuals and organisations. The social real life has to be understood knowing that the human behaviour and the social processes follow norms of behaviour socially shared and predominant cultural values. Knowledges (concepts, theories, etc.) will apply to current real problems, so news, debates and questions on actuality will fit in this subject.

English Friendly subject: International students may request from the teachers: a) resources and bibliographic references in English, b) tutoring sessions in English, c) exams and assessments in English.

## Training and Learning Results

|      |   |
|------|---|
| Code |   |
| A1   | Students will have shown they have sufficient knowledge and understanding of an area of study, starting after completion of general secondary education, and normally reaching a level of proficiency that, being mostly based on advanced textbooks, will also include familiarity with some cutting-edge developments within the relevant field of study. |
| A2   | Students will be able to apply their knowledge and skills in their professional practice or vocation and they will show they have the required expertise through the construction and discussion of arguments and the resolution of problems within the relevant area of study.   |
| A3   | Students will be able to gather and interpret relevant data (normally within their field of study) that will allow them to have a reflection-based considered opinion on important issues of social, scientific and ethical nature.   |
| A4   | Students will be able to present information, ideas, problems and solutions both to specialist and non-specialist audiences.  |
| A5   | That students have developed those learning skills needed to undertake further studies with a high degree of autonomy.  |
| B1   | Analysis, synthesis, problem-solving, decision-making, information- and time-management skills.   |
| B2   | Organizing and planning their own professional careers in the best possible way   |
| B3   | Ability to work in teams and in multidisciplinary environments.   |
| B5   | Critical thinking skills.   |
| B6   | To put their knowledge on public management and administration into practice.   |
| C4   | To analyze the behavior of actors in social and political processes and to apply the techniques of political communication.   |
| C5   | To describe the structure, organization and functioning of multi-level Public Administrations, analyzing their relationship with the citizenry.   |
| C15  | To be familiar with the consequences that the decisions made by and the actions performed by civil servants can have for citizens and for society at large, especially the solution of ethical and moral issues within the area of public management and administration.  |
| D1   | To identify the meaning of, and to put into practice, gender perspectives in the different areas of knowledge and in one's professional practice, with the aim of contributing to the achievement of fairness and equality in society at large.   |

- D2 To be able to communicate, both orally and in writing, in the two official languages (Spanish and Galician) and in a foreign language.
- D3 Raising awareness about environmental issues.
- D5 To acquire independent learning skills.
- D6 Ability to adapt to new situations.

### Expected results from this subject

| Expected results from this subject   | Training and Learning Results |    |     |    |
|--|-------------------------------|----|-----|----|
| 2. Identify the main theoretical perspectives and practical from which faces the social analysis.  | A1                            | B1 | C4  | D1 |
|  | A2                            | B2 | C5  | D5 |
|  | A3                            | B3 | C15 | D6 |
|  | A4                            | B5 |     |    |
|  | A5                            | B6 |     |    |
| 3. Recognise the main concepts related with the social inequality and the main institutions that give place to the systems of social stratification. | A1                            | B1 | C4  | D1 |
|  | A2                            | B2 | C5  | D2 |
|  | A3                            | B3 | C15 | D5 |
|  | A4                            | B5 |     | D6 |
|  | A5                            | B6 |     |    |
| 4. Analyse the fundamental characteristics of the social inequalities.   | A1                            | B1 | C4  | D1 |
|  | A2                            | B2 | C5  | D2 |
|  | A3                            | B3 | C15 | D5 |
|  | A4                            | B5 |     | D6 |
|  | A5                            | B6 |     |    |
| 5. Apply the distinct procedures and indicators employed in the comparison of the systems of social stratification.                                  | A1                            | B1 | C4  | D1 |
|  | A2                            | B2 | C5  | D2 |
|  | A3                            | B3 | C15 | D5 |
|  | A4                            | B5 |     | D6 |
|  | A5                            | B6 |     |    |
| 6. Evaluate the consequences of the social inequalities.   | A1                            | B1 | C4  | D1 |
|  | A2                            | B2 | C5  | D2 |
|  | A3                            | B3 | C15 | D5 |
|  | A4                            | B5 |     | D6 |
|  | A5                            | B6 |     |    |
| 7. Compare the distinct types of organisations.  | A1                            | B1 | C4  | D1 |
|  | A2                            | B2 | C5  | D2 |
|  | A3                            | B3 | C15 | D5 |
|  | A4                            | B5 |     | D6 |
|  | A5                            | B6 |     |    |
| 8. Illustrate the distinct forms of taking of decisions, distribution to be able to and participation in the organisations.                          | A1                            | B1 | C4  | D1 |
|  | A2                            | B2 | C5  | D2 |
|  | A3                            | B3 | C15 | D5 |
|  | A4                            | B5 |     | D6 |
|  | A5                            | B6 |     |    |
| 9. Evaluate the impact of the globalisation and the technologies of the communication in the organisations.  | A1                            | B1 | C4  | D1 |
|  | A2                            | B2 | C5  | D2 |
|  | A3                            | B3 | C15 | D3 |
|  | A4                            | B5 |     | D5 |
|  | A5                            | B6 |     | D6 |

### Contents

| Topic  |   |
|--|---|
| 1. Introduction to Sociology:                            | 1.1. Individual and society.<br>1.2. Socialisation and culture.<br>1.3. The debate of the theoretical perspectives. |
| 2. Social structure, inequalities social stratification: | 2.1. The consequences of the social inequalities in the contemporary societies.                                     |
| 3. Sociology of organisations:                           | 3.1. Groups, organisations and society network.<br>3.2. Culture and organisational models                           |

### Planning

|                            | Class hours | Hours outside the classroom | Total hours |
|----------------------------|-------------|-----------------------------|-------------|
| Lecturing                  | 30          | 28                          | 58          |
| Portfolio/dossier          | 1           | 6                           | 7           |
| Autonomous problem solving | 9           | 30                          | 39          |

|                          |   |    |    |
|--------------------------|---|----|----|
| Mentored work            | 4 | 12 | 16 |
| Objective questions exam | 2 | 28 | 30 |

\*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

| <b>Methodologies</b>       |   |
|----------------------------|---|
|                            | Description   |
| Lecturing                  | Teachers exhibit contents on the matter object of study, theoretical bases and/or guidelines of a work, exercise that the students have to develop.   |
| Portfolio/dossier          | Students will collect evidence of the individual exercises carried out by taking a file with evidence of the work carried out, assessment of the skills achieved and, where appropriate, proposals for improvement.   |
| Autonomous problem solving | Activity in which they formulate problems and/or exercises related with the matter. The student/has to develop it the solutions of suitable form by means of the exercise of routines, the application of formulas or algorithms, the application of procedures of transformation of the available information and the interpretation of the results. It is used to employ how complement of the lesson |
| Mentored work              | The students -individually or in group-, elaborates a document on the thematic of the matter or prepares seminars, investigations, memories, essays, summaries of readings, conferences etc.  |

| <b>Personalized assistance</b> |   |
|--------------------------------|---|
| <b>Methodologies</b>           | <b>Description</b>  |
| Lecturing                      | The students will receive indications in the classes and in MOOVI on the matter object of study, as well as recommendations on documentation of interest (reading and/or audiovisual) that answer to the material complementary offered by the teachers or in reply to the demands formulated (this is, can be individual or of the community of students). |
| Mentored work                  | The students receives indications on the development of the proof and personalised attention to resolve doubts and guide the work.  |
| Autonomous problem solving     | Advice and attention after the realisation of the lesson, so much on indications of the task like assistance during his development.  |
| Portfolio/dossier              | The students will receive instructions on the information they must include in this individual portfolio.   |

| <b>Assessment</b>          |   | Qualification | Training and Learning Results |                            |                 |                      |
|----------------------------|---|---------------|-------------------------------|----------------------------|-----------------|----------------------|
|                            | Description   |               | A1                            | B6                         | C4              | D1                   |
| Portfolio/dossier          | The individual exercises will form part of the folder of the students, in him will collect the evidences of the work realized and assessment of the competitions reached. | 10            | A1<br>A2<br>A3<br>A4<br>A5    | B6                         | C4              | D1<br>D2             |
| Autonomous problem solving | Participation in the classroom. Ideonity of the intervention (clarity in the exhibition, argumentation, oral communication)   | 35            | A1<br>A2<br>A3<br>A4<br>A5    | B1<br>B5                   | C4<br>C5<br>C15 | D1<br>D2             |
| Mentored work              | Ideonity of the proposal, clarity in the exhibition, argumentation, editorial. Adequacy to indications  | 15            | A1<br>A2<br>A3<br>A4<br>A5    | B1<br>B2<br>B3<br>B5<br>B6 | C4<br>C5<br>C15 | D1<br>D2<br>D5<br>D6 |
| Objective questions exam   | Multiple choice questions and short theory questions and application ones.  | 40            | A1<br>A2<br>A3<br>A4<br>A5    | B5                         | C15             | D5                   |

### **Other comments on the Evaluation**

#### **CONTINUOUS EVALUATION AND GLOBAL EVALUATION**

In principle, it is understood that all students follow the continuous evaluation, whose commitment is acquired through participation in evaluation activities. Anyone who wishes to take a single test on the official date (GLOBAL evaluation) must communicate it according to the regulations during the first month from the beginning of the course. The GLOBAL evaluation will consist of a general final test that can measure all competencies, which is why the test will be different from that of students undergoing continuous evaluation. The final grade for students in continuous evaluation will be the average of the

grades obtained in the activities carried out in the Reduced Groups (60% of the final grade) and the final exam. To calculate the average grade, it is mandatory to achieve a minimum score of 4 points in the activities of the Reduced Groups and in the exam. If a student does not reach 4 points in any of these parts, the grade recorded in the evaluation will be a fail with the corresponding numeric grade once the average between both parts is obtained, except in the case of being higher than 5, in which a score of 4.9 will be granted. A student who does not take the exam will be marked as "No Presentado" (Not Presented), even if they have submitted activities for continuous evaluation. Regarding the activities carried out in the Reduced Groups, the weighting is distributed as follows:

- Dossier (10%): individual portfolio with evidence of the developed tests, reflection on the development of each activity in terms of acquired competencies and knowledge, and proposal for improvement to better contribute to the learning process.
- Case study (35%): set of activities developed in the Reduced Groups with the exchange of ideas, presentation, and debate in the classroom.
- Tutored work (15%): consists of the elaboration of a report in which it will be possible to evaluate an individual analysis part (7.5% of the grade) and another part related to the group work (7.5%).

Attendance to classes, as well as attitude, good disposition, and participation in them, will be positively taken into account in the final grade and for honors.

**PROJECT-BASED LEARNING** Voluntarily, students can replace the methodology/test "tutored work" with "project-based learning". Instead of developing a small research project through primary or secondary sources, they will continue the work carried out with this methodology in the Governance, Globalization, and Human Rights subject. Upon the proposal of the students and after establishing objectives and procedures authorized by the teacher, it is possible to apply this methodology to another project.

**EXTRAORDINARY CALL** During the same academic year, the grades obtained in the first (ordinary) call will be maintained for the second (extraordinary) call. Tests that were not taken or failed can be submitted, except for those that were carried out in the classroom and where it is not possible to recover the score related to participation and attendance.

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### Sources of information

#### Basic Bibliography

Macionis, J., **Sociología**, 4ª ed., Pearson, 2011

#### Complementary Bibliography

Giddens, A. y Sutton, P.W., **Conceptos esenciales de sociología**, 1º ed, Alianza Editorial, 2015

Giddens, A. y Sutton, P.W., **Sociología**, 7ªed, Alianza, 2014

Requena, M.; Salazar, L. y Radl J., **Estratificación social**, 1º ed, McGraw-Hill, 2013

Giddens, A., **Sociology**, 1º ed, Cambridge : Polity Press, 1989

Macionis, J. & Plumer, K., **Sociology**, 5º ed, Pearson, 2012

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### Recommendations

#### Other comments

☐ The information about the evaluation activities is available in the space of the subject in the virtual campus, under the label ☐Evaluación☐ of each topic.

☐ Students will have the option to present themselves to the extraordinary call (June Exam) based on the adaptation of these activities by the teacher and whose content will be posted on the platform.

☐ It will be a necessary requirement for the development of the subject that the teaching staff can have an updated PHOTOGRAPH\* of the students that must be uploaded to the platform at the beginning of the course, and always before September 30.

(\*) The sole purpose of processing this data is so that the teaching staff of the subject can verify the identity of the students enrolled in it. The basis of legitimacy for the treatment of this data is carried out in application of the provisions of article 6.1y) of the RXPd in which the treatment is necessary for the exercise of the public powers conferred on the person responsible for the treatment based on article 9 of the Law 39/2015, of October 1, of the common administrative procedure of public administrations and in article 25.7 of RD 1791/2010, of December 30, for which the University Student Statute is approved.

Access to the image and personal data of the students is only allowed to the teachers of each subject for the performance of the academic activities indicated in this teaching guide and they will not be used or disclosed for any other purpose, and the corresponding duty of confidentiality must be kept the same.