

# Teaching guide

## IDENTIFICATION DETAILS

Degree:	Criminology		
Scope	Law and legal specialties		
Faculty/School:	Law, Business and Government		
Course:	INTRODUCTION TO SOCIOLOGY		
Type:	Basic Training	ECTS credits:	6
Year:	1	Code:	6112
Teaching period:	First semester		
Subject:	psychology		
Module:	Basic and General Training		
Teaching type:	Classroom-based		
Language:	Spanish		
Total number of student study hours:	150		

## SUBJECT DESCRIPTION

Introduction to Sociology is a subject designed to provide students with a general theoretical framework from which they can then approach more concrete and specific sociological subjects. As such an Introduction, it seeks to draw an open and plural overview of the main centers of interest in Sociology: fundamental concepts, the impact of history and the contemporary social environment on the formation of the discipline, authors and classical theories of Sociology and research methods. With this base, the student will be able to manage not only basic sociological vocabulary, but also understand the debates in which this vocabulary is inserted, which forms part of a well-defined historical and intellectual context.

The course 'Introduction to Sociology' proposes the discovery, understanding and deep reflection on the meaning of Sociology as a social science that seeks to understand and analyze the structure and functioning of human

societies, collective social phenomena located in a certain historical context and the influence of groups on individual and collective behavior. The theories of labeling, social control, criminality as a phenomenon that originates in society, the bonds that unite people or factors influence behavior and drive social change, are some of the profound questions that the science of sociology studies.

The student will be able to identify the structures in which social life is organized, scientifically analyze the complexity of social dynamics such as conflict, inequality, crime, exclusion or social change, and carry out a critical analysis of social research methodology, contributing to the development of their comprehensive personal, social and professional formation, based on an approach to the anthropological, epistemological, ethical and meaning foundations of the subject.

## GOAL

To contribute to developing the sense of truth by showing the relationship between that meaning and the social organization of a tolerant and civilized human coexistence. And this, through the promotion of comprehensive training based on the virtues of personal effort, intellectual curiosity and service to others.

The specific aims of the subject are:

Develop sociological and historical thinking in students

Transmit to students a synthetic vision of contemporary realities and their importance in the formation of sociology

Clarify the tension between the normal and the pathological, the norm and social deviation as forms of social behavior

Encourage in students a clear sense of the institutional, regulatory and group frameworks that regulate and structure social life

Familiarize students with the methodological controversy of the social sciences||Develop in students skills for discussion, argument and group work||Motivate in students a taste for reading and social research

## PRIOR KNOWLEDGE

General historical and cultural knowledge that provides a minimum theoretical and conceptual framework obtained in pre-university education.

## COURSE SYLLABUS

- The sociological perspective - The method in Sociology - Culture, Socialization and Social Deviation - Production, Consumption and Globalization - Social Stratification and Class Structure - Institutions, Organizations and Groups - Political Institutions and Power - Educational Institutions and Mass Media  
BLOCK I - THE SOCIOLOGICAL PERSPECTIVE  
1. THE SCIENCE OF SOCIETY: The problem of its definition. Dimension of the human. Social Dimension: Cultural, Structural, Relational and Individual. Scientific dimension: method (Social Science and

sociological research) and object of Sociology. Perspectives in Sociology. Specific bibliography: - A. Giddens, Sociology, chapter 1 and 2 (pages 54-60), 6th edition (in other editions search for content that fits the headings developed here), Editorial Alliance, several editions. - J. Macionis and K. Plummer, Sociology, chapter 1, Prentice Hall Publishing, several editions. - P.B. Horton and Ch.L. Hunt, Sociology, chapter 1 (heading 'Perspectives in Sociology'), Editorial McGraw Hill, several editions. J. Iglesias et al., The Society from Sociology, several editions, chap. 1 (1st ed.).

2. THE HISTORICAL HORIZON OF SOCIOLOGY: Social Context in which Sociology was born. The transition from state society to industrial society. The 'social question' and the origins of Sociology. The fathers of Sociology and Sociology as a scientific discipline. Introduction to the method. Specific bibliography: - A. Giddens, Sociology, chapter 1, Editorial Alliance, several editions. - J. Macionis and K. Plummer, Sociology, chapter 2 and 3, Prentice Hall Publishing, several editions. J. Iglesias et al., The Society from Sociology, several editions, chaps. 2, 3 and 4 (1st ed.).

BLOCK II - CULTURE, SOCIALIZATION AND SOCIAL DEVIANCE

3. CULTURE AND SOCIETY: Concept of culture. Culture as a regulatory and symbolic system of culture. Cultural diversity: subculture and counterculture; elitist culture and popular culture. Ethnocentrism and Cultural Relativism. Ethnicity and racism. Types of pre-modern and modern societies. Modernization and globalization. Specific bibliography: - J. Macionis and K. Plummer, Sociology, chapter 3, 4, Editorial Prentice Hall, several editions. - A. Giddens, Sociology, chapter 4 (pages 129-159) and chapter 15 (pages 664-683), Editorial Alliance, 6th edition. J. Iglesias et al., The Society from Sociology, several editions, chapter 5 (1st ed.).

4. SOCIALIZATION: Definition. Factors affecting child development/personality development Theories of child development/personality development. Socialization process: types, mechanisms and agents. Specific bibliography: - J. Macionis and K. Plummer, Sociology, chapter 5, Prentice Hall Publishing, several editions. - P.B. Horton and Ch.L. Hunt, Sociology, chapter 4 ('Theories of Personality'), McGraw Hill Publishing House, several editions. - Rocher, Guy, Sociology, Chapter of Socialization, Ed. Inherit.

5. SOCIAL CONTROL AND DEVIANCE: Situational determinants of behavior. Rules and sanctions. Definition of deviance, anomie and subculture. Characteristics of the deviation. Theories about deviation. Laws, crimes and penalties. Delinquency and social structure. New control guidelines. Victimless crimes. Specific bibliography: - A. Giddens, Sociology, chapter 21, 'Crime and deviation', Editorial Alliance, 6th edition (in other editions look for chapter of deviation). - J. Macionis and K. Plummer, Sociology, chapter 8, Editorial Prentice Hall, several editions. J. Iglesias et al., The Society from Sociology, several editions, chapter 10 (1st ed.).

BLOCK III - CLASS STRUCTURE

6. STRATIFICATION, SOCIAL CLASSES AND INEQUALITY: Epistemological criteria on stratification. Stratification in traditional and pre-industrial societies. Classical theories on stratification: Marxist, Weberian and functionalist. Social classes in advanced industrial societies. Social mobility. Mobility and Inequality. Poverty and Inequality. Migrations. Economy, work and employment. Gender inequality. Specific bibliography: - A. Giddens, Sociology, chapter 11, 'Stratification and social class', Editorial Alliance, 6th edition (in other editions search for chapter on social classes). - J. E. Goldthorpe, Introduction to Sociology, chapter 6 Madrid, University Alliance (several editions). - P. B. Horton, and Ch. L. Hunt, Sociology, chapter 14, McGraw Hill Publishing House, several editions. J. Iglesias et al., The Society from Sociology, several editions, chaps. 11, 17, 14 and 24 (1st ed.).

BLOCK IV - SOCIAL INSTITUTIONS

7. INSTITUTIONS/ORGANIZATIONS/GROUPS: Concepts. Differences between institutions and organizations: the terminological problem. Institutional development. Types of institutions. Characteristics, functions and dysfunctions of basic institutions. Interrelationship of institutions. Formal and bureaucratic organizations. The family. Specific bibliography: - A. Giddens, Sociology, chapter 18, Editorial Alliance, 6th edition (in other editions search chapter of Organizations). - P.B. Horton and Ch.L. Hunt, Sociology, chapter 9 Editorial McGraw Hill, several editions. J. Iglesias et al., The Society from Sociology, several editions, chaps. 15 and 18 (1st ed.).

8. POLITICAL INSTITUTIONS AND POWER (POLITICS; GOVERNMENT; STATE): Different conceptions of power. Power and domination. Legitimacy and authority. The modes of authority. Power and government: the forms of the politeia (State, parties and elites). Specific bibliography: - A. Giddens, Sociology, chapter 22, Editorial Alliance, 6th edition. - J. Macionis and K. Plummer, Sociology, chapter 16, Prentice Hall Publishing, several editions.

9. EDUCATION AND MEDIA: Education and society. Development of educational institutions. Functions of education. Education and Inequality: Gender, Language, the 'Hidden Curriculum'. Communication and media. Mass media/Mass formation media. Specific bibliography: - A. Giddens, Sociology, chapter 19 and 17, Editorial Alliance, 6th edition (in other editions search for chapter on education and mass media). - J. Macionis and K. Plummer; Sociology,

chapter 19 and 21, Editorial Prentice Hall, several editions. - P.B. Horton and Ch.L. Hunt, Sociology, chapter 12 ('Development of educational institutions', 'Functions of education'), McGraw Hill Publishing House, several editions. A. Trinidad and J. Gómez, Society, Family, Education, Chapter 10.

## EDUCATION ACTIVITIES

The Bologna Process led to the creation of the European Higher Education Area (EHEA), one of the most relevant aspects of which has been the transition from the old traditional teaching scheme to the new learning model where the student's autonomous work takes on greater importance. For this reason, the methodology implemented at the UFV is carried out through the Flipped Classroom (FC) system, which consists of a pedagogical model that transfers the work of certain learning processes outside the classroom and uses class time, together with the teacher's experience, to facilitate and enhance other processes of acquiring and practicing knowledge within the classroom. From this model, the training activities will be as follows: **PARTICIPATORY MASTER LESSON:** Unlike the classic master lesson, in which the burden of teaching falls on the teacher, in the participatory master lesson we seek to move the student from a passive attitude to an active one, encouraging their participation based on the prior preparation of the questions to be discussed and the questions for reflection that are proposed at the end of each lesson. **COOPERATIVE WORK IN SMALL GROUPS:** The number of students scheduled at our University allows us to work in small groups as a group. **PROBLEM-BASED LEARNING (PBL):** The ABP methodology is based on learning mediated by the search, understanding, assimilation and application of knowledge for the resolution of a problem or the answer to a question. Students are responsible for their own learning, while the teacher's role is that of guidance. At the beginning of a subject, the student does not have enough knowledge and skills to effectively solve the problem. The objective, in these stages, is for the student to be able to discover what they need to know to advance in solving the proposed question (diagnosis of learning needs). Throughout the educational process, as the student progresses in the program, they are expected to be competent in planning and carrying out interventions that will allow them to finally solve the problem in an appropriate way (knowledge construction). And all this, working cooperatively. **GAMIFICATION:** Through various games, contents and concepts will be reviewed so that students can assimilate them in a dynamic and practical way. Examples of this will be case studies, debates and the kahoot. **RESEARCH:** Search for information from various sources and documents, analysis and synthesis of data and development of conclusions. -Tutorial action system: A. Individual tutoring: At the discretion of each student according to their needs and after prior formal request to the teacher. In them, as a complement to the classes, issues related to the progress of the course will be addressed to allow the student to better follow it. B. Group tutoring: At the discretion of the working groups formed to do the internships in classes and after a formal request to the teacher. These tutorials are designed to delve into the part of the subject that is most focused on the discussion and the contrast of opinions. **AUTONOMOUS WORK:** the theoretical study of the contents of the subject; relating the contents of the theoretical classes; formation of study groups that must follow up, as units of debate and discussion, the theoretical and practical issues addressed in class; complementary activities: review of one or more historical-philosophical essays that are discussed in class and whose bibliographic reference appears in the bibliography of the subject or has been cited by the teacher in class or tutoring.

## DISTRIBUTION OF WORK TIME

TEACHER-LED TRAINING ACTIVITIES	INDIVIDUAL WORK
60 Horas	90 Horas

## SKILLS

### Basic Skills

Students must have demonstrated knowledge and understanding in an area of study that is founded on general secondary education. Moreover, the area of study is typically at a level that includes certain aspects implying knowledge at the forefront of its field of study, albeit supported by advanced textbooks

Students must be able to apply their knowledge to their work or vocation in a professional manner and possess skills that can typically be demonstrated by coming up with and sustaining arguments and solving problems within their field of study.

Students must have the ability to gather and interpret relevant data (usually within their field of study) in order to make judgments that include reflections on pertinent social, scientific or ethical issues

Students must be able to convey information, ideas, problems and solutions to both an expert and non-expert audience

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

To gauge and help to constructively resolve disputes, suitably managing interpersonal relations.

To research, manage sources and handle information.

### General Skills

To gauge and help to constructively resolve disputes, suitably managing interpersonal relations.

To research, manage sources and handle information.

### Specific skills

Know the fundamentals of Sociology. Social dimension of the human being. Systems theory

Apply the basic concepts of Sociology, especially those related to the processes of deviance, delinquency, social control, violence and social discipline

Know and understand the different social and psycho-social factors that influence the criminal phenomenon: marginal or exclusionary environments, etc. Design and evaluate appropriate intervention strategies for preventive purposes

To know the social dimension of the human being: processes of socialization and family, school, socio-cultural and historical influence. Dynamics of human groups and groups as well as fundamental social institutions from the point of view of social inequality and cultural difference

Analyze the transformations and evolution of contemporary societies and their political and social movements

## LEARNING RESULTS

The student acquires the capacity for analysis and synthesis, demonstrates a critical reflection on the subjects studied in the Degree|The student has the capacity to organize and plan, knows how to manage information and demonstrates initiative and entrepreneurial spirit

He studies and understands the main ideas and contents of the great works of classical sociology.

Analyze and learn about the impact of history on the formation of sociology as a modern science.

Debate theses, problems or projects and achieve constructive results that integrate and correctly articulate the best of the positions presented.

Distinguish the different relationships between the individual and society

## LEARNING APPRAISAL SYSTEM

1. CONTINUOUS EVALUATION SYSTEM FOR FIRST ENROLMENT STUDENTS: The minimum requirements to maintain continuous evaluation are: •To have executed all of the practical exercises proposed in class and met the requirements of each one to pass them. •Attend a minimum of 80% of classes. Weighting of the continuous evaluation (minimum of four in each part to make the average): - Attendance and participation (10%). The evaluation criteria will be: active participation in class, participation in gamifications and other activities. - Activities, practices, exercises, carried out (and scored) in the classroom (20%) - Individual and/or group work (two works or practices) (20%). The evaluation criteria will be: Comprehension through the written composition of the theoretical subject and of each of the practices carried out. In both cases, the following will be evaluated: - Structure of the work - Quality of the documentation - Originality - Spelling and Presentation. - Exams of the contents of the subject (final (30%), partial (10%) and oral (10%)) (50%): All types of exams (partial, final and oral exam) for students who have completed the continuous evaluation will cover the contents of the subject and the texts worked in class and the mandatory readings. The written tests will consist of argumentative and developmental questions. Each of them will have the same value. For the oral test, it will consist of a presentation by the students, followed by questions. Weighting of oral and written tests (minimum of four to average with the other components of the evaluation): 50% of the final grade. For students who have not completed the continuous evaluation: The final exam will cover the contents of the subject, the mandatory readings and the reference bibliography. Students who, on average between the different components of the evaluation, obtain at least 9.5 will be eligible for Honors Enrollment. Only students who have submitted all the volunteer work proposed during the course on the corresponding date will be eligible for Honors Enrollment. If there are more students in this situation than enrollment available, the teacher will invite them to an oral or written exercise to decide who or who among them to grant enrollment. This exercise may consist of any question or questions about everything explained, read and discussed during the course. Students who must be examined in an extraordinary call, according to the academic calendar that can be consulted on the web and have carried out the continuous evaluation, will be kept a note of the work carried out during the continuous evaluation. These students must take an exam that will cover the contents of the subject, the texts worked in class and the mandatory readings. Students who have lost the right to

continuous evaluation and must submit to an extraordinary call, according to the academic calendar that can be consulted on the web, will take an exam that will cover the contents of the subject, the compulsory readings and the reference bibliography. 2. ALTERNATIVE EVALUATION SYSTEM: This system will be activated for students without prior academic authorization, for students on an exchange stay; and for the rest of the students in the event of an extraordinary situation. These students must contact the teacher to arrange tutoring. Your evaluation will consist, apart from the exam, of carrying out the mandatory readings and the papers and practices delivered in a timely manner. The exam will cover the contents of the subject and the mandatory readings. The established percentages for the final grade will be 80% exam and 20% work and internship, percentages that will be activated whenever a minimum of 5 has been reached in each part. Students with second and subsequent enrollment may choose between the two evaluation systems. Depending on which one they choose, they will be evaluated and the evaluation rates established in each of the two systems will be applied to them. Both the evaluation mode and the percentages that make up the final grade corresponding to each evaluation system can be found in the previous lines. It will be mandatory for these students to make an appointment with the teacher at the beginning of the course to clearly determine which of the two systems they will want to be evaluated. In the case of papers or exercises, as well as the final work/essay and extraordinary call, whenever there is an essay, the correct written expression will also be evaluated, scoring the misspellings negatively with a value of 0.5 points for each fault and 0.01 for each errata or misspelling in accents. Plagiarism, as well as the use of illegitimate means in evaluation tests, will be sanctioned in accordance with those established in the Evaluation Regulations and the University's Coexistence Regulations.

## ETHICAL AND RESPONSIBLE USE OF ARTIFICIAL INTELLIGENCE

- 1.- The use of any Artificial Intelligence (AI) system or service shall be determined by the lecturer, and may only be used in the manner and under the conditions indicated by them. In all cases, its use must comply with the following principles:
  - a) The use of AI systems or services must be accompanied by critical reflection on the part of the student regarding their impact and/or limitations in the development of the assigned task or project.
  - b) The selection of AI systems or services must be justified, explaining their advantages over other tools or methods of obtaining information. The chosen model and the version of AI used must be described in as much detail as possible.
  - c) The student must appropriately cite the use of AI systems or services, specifying the parts of the work where they were used and describing the creative process followed. The use of citation formats and usage examples may be consulted on the Library website([https://www.ufv.es/gestion-de-la-informacion\\_biblioteca/](https://www.ufv.es/gestion-de-la-informacion_biblioteca/)).
  - d) The results obtained through AI systems or services must always be verified. As the author, the student is responsible for their work and for the legitimacy of the sources used.
- 2.- In all cases, the use of AI systems or services must always respect the principles of responsible and ethical use upheld by the university, as outlined in the [Guide for the Responsible Use of Artificial Intelligence in Studies at UFV](#). Additionally, the lecturer may request other types of individual commitments from the student when deemed necessary.
- 3.- Without prejudice to the above, in cases of doubt regarding the ethical and responsible use of any AI system or service, the lecturer may require an oral presentation of any assignment or partial submission. This oral evaluation shall take precedence over any other form of assessment outlined in the Teaching Guide. In this oral defense, the student must demonstrate knowledge of the subject, justify their decisions, and explain the development of their work.

## BIBLIOGRAPHY AND OTHER RESOURCES

### Basic

Giddens, A. & Sutton, P. Sociology 2022

(Giddens, A. & Sutton, P. Sociology 2022 , Madrid: Editorial Alliance||Iglesias de Usell, J. (and others) Society

from a Sociology: An Introduction to General Sociology 2018 )

## Additional

Berger, Peter and Luckmann, Thomas The Social Construction of Reality 2001

(Berger, Peter and Luckmann, Thomas The Social Construction of Reality 2001 , Amorrortu Editores: Buenos Aires, 2001, Part II: "Society as Objective Reality" and Part III: "Society as Subjective Reality" .)

Schütz, Alfred Sociology of Everyday Life 1994

(Schütz, Alfred Sociology of Everyday Life 1994 , Sociology of Everyday Life, (translation by J.F. Ivars and Eric Pérez Nadal) 4th edition. Ediciones Peninsula, Barcelona. )

Negro Pavón, Dalmació, in Augusto Comte Plan of the scientific works necessary to reorganize society 2000

(Negro Pavón, Dalmació, in Augusto Comte Plan of the scientific works necessary to reorganize society 2000 , Tecnos, 2000, pp. IX-XL. )

Bauman, Zigmunt Work, Consumerism and the New Poor 1999

(Bauman, Zigmunt Work, Consumerism and the New Poor 1999 , Gedisa, Madrid. )

Luhmann, Niklas The Science of Society 1996

(Luhmann, Niklas The Science of Society 1996 , Barcelona: Anthropos. )

Berger, Peter L. Introduction to Sociology 2013

(Berger, Peter L. Introduction to Sociology 2013 , Mexico: Limusa.)