

DEGREE IN JOURNALISM

1. GENERAL DETAILS OF THE SUBJECT

Name: **INTRODUCTION TO SOCIOLOGY**

Level: FIRST

Semester: FIRST

Type (Basic/Compulsory/Optional Training): Basic

Weekly class hours: 4

Total credits (ECTS): 6

Year of Study Programme: 2010

Lecturer: Elena González Rojo

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2. DESCRIPTION

Sociology provides a critical and profound vision of the social phenomena that shape the reality in which any journalist will develop, while helping to understand and, therefore, explain the social reality. What is society? How can we understand it? What is the role of the individual in society? And how does society affect individual lives? By studying these subject students acquire what Wright Mills calls "sociological imagination": the ability to think beyond our personal lives and connecting the experiences of individuals with large social structures.

The course introduces students to authors such as Marx, Durkheim, Weber and Simmel, as well as contemporary authors. The importance of sociology is its power to allow us to understand the present because it studies the past and behaviours that are repeated over time. In this way, it helps to change areas such as public policies and other sectors which will be the subject of analysis by journalists.

The basic content of this subject revolves around the basic concepts of sociological analysis, the main methods and social research techniques employed in sociology and the relationship between society and the media. Human life, its groups, societies, groups and institutions are therefore studied.

3. SITUATION

PREVIOUS KNOWLEDGE AND SKILLS:

Basic knowledge of history, economics, philosophy.
Knowledge of Office software, such as Word, Excel and Power Point
English at advanced reading level
Ability to work as a team.
Correct oral and written expression.

RECOMMENDATIONS:

Internet access and sufficient equipment to use the virtual classroom and perform the work.
Knowledge of Google docs, Google slides and sheets (corresponding to Word, Power point and Excel).

ADAPTATIONS FOR STUDENTS WITH SPECIAL NEEDS:

Students who need some adaptation because of a disability or special need should inform the lecturer, Elena González, as soon as possible through email or face-to-face appointment (if possible during the first two weeks) to ensure that it is taken into account in the evaluation. Accreditation report or permission of the coordination of EUSA teachers will be required.

4. OBJETIVES AND COMPETENCES

OBJETIVES

The Introduction to Sociology subject is taught in the Journalism Degree during the first semester of the academic year. For future journalism professionals, Sociology provides a critical and in-depth vision of the various phenomena, changes and social processes that shape the reality in which they are immersed, while helping them to explain and understand them.

The basic content of this subject revolves around the basic concepts of sociological analysis, the main methods and techniques of social research used in Sociology and the relationship between society and the media. Therefore, human life, its groups, its societies, collectives and institutions are studied.

COMPETENCES

SPECIFIC COMPETENCES (E)

E03 Ability to properly identify and use sources of any kind that are significant for the study of information and communication.

E04 Ability to organize complex communicative knowledge in a coherent manner and its interrelation with other social, human and technological sciences, also with the methods and techniques of these disciplines.

E09 Ability to reflect on communication, not only as a professional practice, but also on its role, significance, projection, and consequences in the individual, social, cultural, and political fields.

E14 Ability to analyse and interpret results and research reports related to communication.

E18 Ability and skills to evaluate a scenario and adequately define a communicative problem or need from the perspective of the social sciences.

E19 Ability and ability to design motivational and sociological research applied to communication.

E25 Ability and ability to function in society in general and in the market society in particular, based on a theoretical knowledge from the basis of the historical perspective and discursive and audiovisual texts.

E26 Ability and skills to relate historical, philosophical and media factors, as well as their connections with other areas of knowledge.

Generic competences:

BASIC COMPETENCES (B)

B1.- Students should demonstrate to possess and understand knowledge in an area of study which begins from secondary education, and it is usually found at a level that, although supported by advanced textbooks, includes also some aspects that involve knowledge coming from the forefront of its study field.

B2.- Students should know how to apply the knowledge to their own work in a professional way and incorporate the skills that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area of study.

B3.- Students should have the ability to collect and interpret relevant data in the field of sociology and making judgments that include a reflection on relevant social, scientific or ethical issues.

B4.- Students should be able to transmit information, ideas, problems and solutions to a specialized and non-specialized audience.

B5.- Students should develop basic learning skills necessary to undertake subsequent studies with a high degree of autonomy.

GENERAL COMPETENCES (G)

G01 Students should know how to apply the basic knowledge of the subject to their work in a professional way and having the skills that are usually demonstrated by developing and defending arguments and solving problems within the world of communication and journalism.

G02 Students should develop the ability to collect and interpret relevant data to make judgments that include a reflection on relevant social, scientific, or ethical issues.

G04 Students should develop the learning skills necessary to undertake further studies with a high degree of autonomy.

G05 Students should know how to use search tools for documentary and bibliographical resources.

G07 Students should promote and ensure equal awareness of people and citizens. They should show respect for international human rights, as well as knowledge of the cultural or civilizing trends in relation to individual and collective fundamental values.

5. COURSE CONTENTS OR THEMATIC SECTIONS

Introduction: Sociology at the core of the social sciences.

- (i) Human Societies: nature, society and culture.
- (ii) Individuals and societies: socialization, interaction and social order
- (iii) Difference, inequality and social stratification
- (iv) Institutional structures: political, economic and knowledge systems
- (v) Resources and tools for sociological analysis

6. LIST OF TOPICS

This course will incorporate the combination of theoretical classes and practical activities including exercises that students will upload on the virtual classroom.

Each class will be organized with 50% theoretical content and 50% practical content (Visits, documentaries, case studies, etc.). The theoretical classes will develop the content of the syllabus while the practical sessions will include debates, comments, and practical cases. Students should be able to apply the theoretical knowledge to real life cases. On specific occasions, some classes will be 100% a seminar/workshop, as it is stated in the detailed calendar.

Session 1. Introduction: Sociology at the core of the social sciences.

- a. Historical context: when it arises and why.
- b. The social issue and the foundations of sociology.
- c. The first sociologists: Comte, Marx, Weber, Simmel and Durkheim.
- d. Bourdieu, Foucault and Habermas.
- e. Is sociology a science and how can it help us?
- f. The sociological imagination (Wright Mills).

Session 2. Human Societies: nature, society and culture.

- a. Cultural diversity and ethnocentrism.
- b. From the sociology of decolonization to the new decolonial anti-imperialism.
- c. Contemporary social problems: gender inequality, racism, LGTBIQ+ rights, etc.
- d. The risk society (Beck): environmental and urban problems.
- e. Liquid society (Bauman).
- f. McDonaldization and Globalization (Ritzer).

Session 3. Individuals and societies: socialization, interaction and social order.

- a. Identity and socialization.
- b. Social interaction and daily life.
- c. Social groups and social norms.
- d. Theories of social deviance.
- d. Imagined communities.
- e. Sociology of gender.

Session 4. Difference, Inequality and Social Stratification

- a. Difference, inequality and equity.
 1. Inequalities and social determinants of health/education.
 2. Social and environmental justice.
- b. Social stratification.
 - 1 Marx's theory.
 2. Weber's theory.
 - 3 Bourdieu's theory.
 - 4 Social mobility.
- c. The sociology we do not read:
 1. The British Martineau and Beatrice Webb, and the German Marianne Weber.
 2. Sociologists of colour: William Edward Burghardt Du Bois, Anna Julia Cooper and Ida Wells Barnett

Session 5. Resources and tools for sociological analysis

- a. Quantitative and qualitative approach to study social reality. The steps of a research
- b. Sociology and Artificial Intelligence (AI)

Student Learning Outcomes:

At the conclusion of the course students will be able to:

- I) Debate and think critically about social phenomena.
- II) Define core sociological terms and/or key theoretical approaches to social phenomena.
- III) Demonstrate how identities such as race, class, gender, age, sexual orientation, religion and nationality contribute to a range of social experiences and social perspectives.
- IV) Be respectful, polite and participative in class.

Weeks	Sessions	Contents
1 11-15 sep	1	Introduction Historical background. Sociology at the core of the social sciences

	2	<i>Documentary: <u>The 13th</u></i>
2 18-22 sep	3	¿What is a social problem? What is the sociological imagination? How can sociology help us as journalism students? Mills, C. Wright, "The Promise" in <i>The Sociological Imagination</i>
	4	Some key theorists: Marx, Weber, Durkheim and Simmel. Required readings by groups: Theory and organization of group work based on the readings: Karl Marx, "Theses on Feuerbach" and "Manifesto of the Communist Party," pp. 143-5; pp. 469-500. Max Weber, "Politics as a Vocation," and "Class, Status, Party," in <i>From Max Weber</i> , pp. 77-87; pp. 180-195. Max Weber, "Domination and Legitimacy" in <i>Economy and Society (3rd edition)</i> , pp. 941-955. Georg Simmel, "Domination" in <i>On Individuality and Social Forms</i> , pp. 96-120. Emile Durkheim, "Forms of Social Solidarity" in <i>Selected Writings</i> , pp. 123-140.
3 25-29 sep	5	Group presentations about "Key sociologist" Bourdieu, Foucault y Habermas Seminar about "Social Reproduction". <i>Documentary "People like us" from PBS</i>
	6	Foucault y Habermas. <i>Seminar on Critical Communicative Theory</i>
4 2-6 oct	7	Cultural diversity and ethnocentrism. <i>Seminar about representation of different ethnicities on mass media.</i>
	8	<i>From the sociology of decolonization to the new decolonial anti-imperialism</i> <i>Seminar on decoloniality</i>
5 9-13 oct	9	Gender inequalities. <i>Workshop about "Pepa y Pepe Fairytale".</i> <i>Gender inequalities in health.</i>
	NO CLASS	

6 16-20 oct	10	Sociology of sex, gender, and sexual identity
	MID-TERM EXAM	
7 23-27 oct	11	McDonalizacion and globalization (Ritzer) <i>Documentary "Voices against globalization"</i>
	12	Identity and socialization <i>Seminar: the study of everyday life with the "Dollar Street View" tool.</i>
8 30 oct-3 nov	13	<i>Social Groups, Social Norms and Theories of Social Deviance</i> <i>Workshop "Knowing Foucault: Surveillance and Punishment".</i>
	14	Documentary "Unnatural Causes, is inequality making us sick?" <i>Debate and workshop</i>
9 6-10 nov	15	Imagined communities (Anderson) Seminar "Social networks: imagined community and the filter bubble".
	16	The society of risk and the liquid society <i>Photography workshop about environmental problems</i>
10 13-17 nov	17	The sociology we don't read. Sociologists and racialized authors Documental "Race"
	18	LGTBIQ+ rights. <i>DeFrente</i> NGO visit
11 20-24nov	19	<i>Workplace / School Shooting</i>
	20	Theories about social estratification <i>Film "Hormigaz"(1998)</i>
12 27 nov-1 dic	21	Sociology and Artificial <i>Taller: Cómo estudiar para el examen</i>
	22	The steps of a research
13 4-8 dic	23	<i>Quantitative research. The surveys</i>
	NO CLASS	
14 11-15 dic	24	Qualitative research. Focus groups
	25	<i>Workshop: In-Depth interviews</i>
15 18-22 dic	26	Workshop: How do we know how people think? Knowing different types of surveys
	27	<i>Sociology and Artificial Intelligence</i>

7. METHODOLOGY AND TEACHING TECHNIQUES

By emphasizing reading, writing and critical thinking skills, this course helps students building the foundation for a deeper understanding of theory and methods within the social sciences.

Face-to-face activities:

1. Mid-semester exam: 20%.
2. Final exam: 20%
3. Class presentation: 15%
4. Participation in debates/web forums and class attendance: 15%.

Home/library-based activities:

1. Final paper: 30%.

8. ASSESSMENT CRITERIA

Final grades to assess the acquisition of the minimum competences to pass this course will be:

- Mid-semester exam and final exam: The exams will have a theoretical test and a practical case. They will account for 40% of the total grade (20% each exam).
- Theoretical and/or practical work (individual or in a team): at the beginning of the course the class will be divided in groups to prepare a presentation on key sociologists to understand this course.
- The final work will be on a topic to be chosen from the syllabus, the lecturer, Elena González, will offer a list of potential topics at the beginning of the course, but in agreement with the lecturer a different topic can be chosen as long as it is related to the content.
- Class attendance is considered part of the participation, as well as the delivery of short class exercises.

Students who have not reached 75% attendance will take a single exam on the day of the final exam with a theoretical and a practical test. This exam will account for 75% of the final grade and will be carried out in person. They will also have to hand in the final paper which will count for 25%.

What is a class exercise based on a case study?

A case study is an exercise that consists of a thoughtful and reasoned analysis of documents provided by the lecturer (news, headlines, statements or statistical data) which are related to the subject of the course and that can be interpreted from the theory previously seen in the theoretical classes.

Participation evaluation rubric:

	Exemplary (9-10)	Proficient (8-9)	Developing (7-8)	Unacceptable (0-7)
Frequency of participation in class	Student initiates contributions more than once in each class.	Student initiates contribution once in each class.	Student initiates contribution at least in half of the classes.	Student does not initiate contribution & needs instructor to solicit input
Quality of comments	Comments always insightful & constructive; uses appropriate terminology. Comments balanced between	Comments mostly insightful & constructive; mostly uses appropriate terminology. Occasionally comments are too	Comments are sometimes constructive, with occasional signs of insight. Student does not use appropriate terminology;	Comments are uninformative, lacking in appropriate terminology. Heavy reliance on opinion & personal taste, e.g., "I love it", "I

	general impressions, opinions & specific, thoughtful criticisms or contributions.	general or not relevant to the discussion.	comments not always relevant to the discussion.	hate it", "It's bad" etc.
Listening Skills	Student listens attentively when others present materials, perspectives, as indicated by comments that build on others' remarks, i.e., student hears what others say & contributes to the dialogue.	Student is mostly attentive when others present ideas, materials, as indicated by comments that reflect & build on others' remarks. Occasionally needs encouragement or reminder from T.A of focus of comment.	Student is often inattentive and needs reminder of focus of class. Occasionally makes disruptive comments while others are speaking.	Does not listen to others; regularly talks while others speak or does not pay attention while others speak; detracts from discussion; sleeps, etc.

9. REFERENCES

The teacher may modify some of the readings with prior notice in order to adapt the classes to current debates and issues.

SPECIFIC

- Giddens, a., & Sutton, P. W. (2017). Sociology (8th ed.). Polity Press.
- Ritzer, g. and Stepnisky, J. (eds) (2014 [1988]) Sociological Theory, 9th edition. Maidenhead: McGraw-Hill Higher Education.
- Ritzer, g. and stepnisky, J. (2018 [2003]) Contemporary Sociological Theory and Its Classical Roots: The Basics, 5th edition. London: Sage
- Puigvert, L; Flecha, R y Gomez, J. (2001). Contemporary Sociological Theory. Madrid: Espasa libros.

GENERAL

Key Books:

Baert, P. and Silva, F.C. da (2010 [1998]) Social Theory in the Twentieth Century and Beyond, 2nd edition. Cambridge: Polity.

This book offers an easy-to-read but provocative account of the development of social theory, covering a range of key figures and influential schools of thought.

- Inglis, D. and Thorpe, C. (2019 [2012]) An Invitation to Social Theory, 2nd edition. Cambridge: Polity.

Wide-ranging in scope and coverage, this book provides a concise, jargon-free, and thought-provoking introduction to social theory.

- Ritzer, G. and Stepnisky, J. (2018 [2003]) Contemporary Sociological Theory and Its Classical Roots: The Basics, 5th edition. London: Sage.

This volume comprises a useful survey of sociology's major theorists and theoretical approaches, covering the works of both classical and contemporary figures.

More references:

Abercrombie, N., S. Hill, & B. S. Turner. (2000). *The Penguin Dictionary of Sociology*. London: Penguin.

Allan, K. *Contemporary Social and Sociological Theory: Visualizing Social Worlds*. Thousand Oaks, CA: Pine Forge Press.

Blumer, H. (1969). *Symbolic Interactionism: Perspective and Method*. Englewood Cliffs, NJ: Prentice Hall.

Broce, G. (1973). *History of Anthropology*. Minneapolis: Burgess Publishing Company.

Calhoun, C. (2002). *Classical Sociological Theory*. Malden, MA: Wiley-Blackwell.

Durkheim, É. (1984 [1893]). *The Division of Labor in Society*. New York: Free Press.

Durkheim, É. (1964 [1895]). *The Rules of Sociological Method*, edited by J. Mueller, E. George & E. Caitlin. 8th ed. Translated by S. Solovay. New York: Free Press.

Elias, N. (1978). *What Is Sociology?* New York: Columbia University Press.

Green, D.S. and Wortham, R.A. (2018), The Sociological Insight of W.E.B. Du Bois. *Sociological Inquiry*, 88: 56-78.

Goffman, E. (1958). *The Presentation of Self in Everyday Life*. Edinburgh: University of Edinburgh, Social Sciences Research Centre.

Hannoum, A. (2003). *Translation and the Colonial Imaginary: Ibn Khaldun Orientalist*. Middletown, CT: Wesleyan University.

Hill, M. (1991). "Harriet Martineau." *Women in Sociology: A Bio-Bibliographic Sourcebook*, edited by Mary Jo Deegan. New York: Greenwood Press.

Henry, S. (2007). "Deviance, Constructionist Perspectives." *Blackwell Encyclopedia of Sociology*.

Herman, N. & Reynolds, L. (1994). *Symbolic Interaction: An Introduction to Social Psychology*. Lanham, MD: Altamira Press.

Horkeimer, M. (1982). *Critical Theory*. New York: Seabury Press.

Irving, J. (2007). *Fifty Key Sociologists: The Formative Theorists*. New York: Routledge.

Marx, K. & Engels, F. (1998 [1848]). *The Communist Manifesto*. New York: Penguin.

Mills, C. Wright. (2000 [1959]). *The Sociological Imagination*. 40th ed. New York: Oxford University Press.

Parsons, T. (1961). *Theories of Society: Foundations of Modern Sociological Theory*. New York: Free Press.

OTHER SOURCES (WED ADDRESSES)

Spanish:

- Centro de Investigaciones Sociológicas: www.cis.es
- Instituto Nacional de Estadística: www.ine.es

- Federación Española de Sociología: www.fes-web.org

English:

- <https://socialtheoryapplied.com>

This website provides an online space with useful ideas and resources on the numerous ways in which social theory can be applied to the study of central areas of social life.

- <https://globalsocialtheory.org>

Divided into three broad categories (that is, 'concepts', 'thinkers', and 'topics'), this website contains valuable resources for anyone interested in global social theory.

- www.bbc.co.uk/programmes/b006qy05/episodes/downloads

This website offers a range of (BBC) 'Thinking Allowed' episodes, most of which draw on, and further develop, social theories in a critical, creative, and dialogical fashion.