

Social Class and Stratification

Code: 101142
ECTS Credits: 6

Degree	Type	Year	Semester
2500262 Sociology	OB	2	1

Contact

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Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Prerequisites

No prerequisite is required

Objectives and Contextualisation

This subject is part of the "Social Structure" matter and is taught during the first semester of the second year of the Degree.

The subject aims to provide students with a perspective of the social structure as a process of construction and interpretation of social inequalities. The temporal and spatial reference is that of western capitalist societies, with references and specific applications to the case of Spain and Catalonia, based on the various sociological approaches that analyze the structuring of society in the form of classes.

The subject aims to provide theoretical, conceptual and analytical resources to understand the formation of contemporary capitalist societies, in terms of classes, and the tendencies that are currently underway in the social inequalities perspective.

Competences

- Analysing the problems arising from the implementation of public policies and conflict situations by recognising the complexity of the social phenomena and political decisions affecting democracy, human rights, social justice and sustainable development.
- Demonstrating a comprehension of the analysis of social structure, specially in the explanations of the most common inequalities in social sciences between social classes, genders and ethnic majorities or minorities.
- Demonstrating a comprehension of the approaches of the sociological theory in its different aspects, interpretations and historical context.
- Describing social phenomena in a theoretically relevant way, bearing in mind the complexity of the involved factors, its causes and its effects.
- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Developing self-learning strategies.
- Searching for documentary sources starting from concepts.

- Students must be capable of managing their own time, planning their own study, managing the relationship with their tutor or adviser, as well as setting and meeting deadlines for a work project.

Learning Outcomes

1. Comparing the different theoretical approaches about social structure.
2. Defining the involvement of the main sociological debates about social structure.
3. Defining the necessary concepts in order to understand the social structure.
4. Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
5. Developing self-learning strategies.
6. Expressing the debates regarding these approaches, that refer to the social structure.
7. Identifying the involvement of these approaches in order to understand the social structure.
8. Identifying their validity to explain the social reality of Spain and Catalonia.
9. Relating the debates regarding these approaches, that refer to the social structure, with the historical context in which they emerged.
10. Relating the definitions and explanations of inequality with general theoretical and methodological debates.
11. Searching for documentary sources starting from concepts.
12. Students must be capable of managing their own time, planning their own study, managing the relationship with their tutor or adviser, as well as setting and meeting deadlines for a work project.

Content

I. Social structure and social inequalities: axes of analysis

Topic 1. Introduction

- 1.1. - Approximation to the concept of social structure
- 1.2. - Social structure and inequality. Equality vs. social inequality: arguments and perspectives
- 1.3. - Procedures for social structure and elements that intervene

II. The social structure in the various phases of capitalism

Topic 2 The social structure in the era of capitalist industrialization

- 2.1.- The demographic, economic, political and social changes that mark the traffic of agricultural and estate societies in industrial and class societies. The forms of inequality in the new society.
- 2.2.- Theories to explain the new society. Classical inheritance and its development. Marx and the critical paradigm of the conflict. Weber and his multidimensional approach as an alternative paradigm of the conflict. The non-critical perspective: the functional theory of Durkheim.

Topic 3. The social structure of contemporary capitalist societies

- 3.1.- The economic, social and political changes that open the stage of "regulated" capitalism. The role of the state in the regulation of conflict and in the redistribution of resources. The expansion of the market, full employment and the new ways of producing. Strengthening of social agents and the corporatization of social relationships.
- 3.2.- The new theorization to explain the changes that have taken place: the functionalist theories of social

stratification (Davis-Moore and Parsons). Neo-Marxist and Neoliberal conflictivist approaches to the social structure (Dahrendorf, Giddens, Wright, Lockwood, Parkin, Goldthorpe); the role of the middle classes. Theories about the crisis of late capitalism (Offe). The technocratic and postindustrialist theories (Bell, Touraine).

3.3.- The application of the approaches to class structure: Spain and Catalonia.

III Current trends in the social structure

Topic 4. Elements of change and axes of social structure

4.1.- The changes in the role of the state. The crisis of the welfare model. Economic globalization and its consequences on employment and social relations. Environmental conditions and changes in production and labor: trends in the precariousness of employment

4.2.-The crisis of the traditional subjects and the appearance of new elements of social structure and collective action. Inequalities due to gender, ethnicity and age and their relationship with the social class. The new social movements and the new forms of collective action and identification.

4.3 .- Trajectories of social mobility and reduction / persistence of inequalities. Current trends in social dualization. Exclusion and poverty: the case of Spain and Catalonia.

Topic 5. Conclusions.

5.1.-New elements for the analysis of the social structure: class, occupations and degrees, citizenship, lifestyles and consumption. Social structure and daily

Methodology

Teaching methodology and training activities

The center of the learning process is the work of the student, who learns working, the teacher's mission is to help him in this task: 1) providing him with information, and 2) directing his steps so that the process of learning is carried out effectively. In accordance with these ideas and with the objectives of the subject, the development of the course is based on the following activities:

a) "Master" classes, where the student reaches the conceptual bases of the subject with their attendance at the classes and completing them with the personal study of the subjects covered. The master classes are basically conceived as a one-way method of transmitting knowledge from the teacher to the student, which does not exclude the interaction with the students nor the exposure of their own arguments.

b) Practice in an assessable group, in which the class structure is specified for the case of Spain and / or Catalonia from a specific theoretical perspective. It consists of a practical exercise, developed by groups of four people, in which they provide statistical occupational data that have to be interpreted in terms of social classes, arguing based on the theoretical perspective requested.

c) Participation in specific seminars aimed at the development of a work done by groups of two people, chosen by the students based on a series of topics suggested by the teacher. In a seminar, students who have chosen the same subject or similar topic participate, putting together the various contributions and taking advantage of them all. In the first days of class a "Guide for the course work" is provided, which indicates, among other questions for the correct elaboration of the work, the dates of each seminar of one hour of duration. It is understood that students who do not participate in these seminars use this time to advance their own individual work.

Each work is developed by groups of two people, but enjoys the contributions made by the group of students that develops one or the same theme. The possible topics to develop are the following:

THEMES ABOUT WHICH THEY WORK

- 1- Equality versus social inequality: justifications and arguments (Theme 1 of the program).
2. Two classic approaches to the analysis of the social structure: the perspective of the conflict and the consensus (Theme 2-3 of the program).
3. Marx's perspective on class structure (Theme 2 of the program).
4. The multidimensional perspective of Weber in the analysis of the social position (Theme 2 of the program).
5. The emergence and consolidation of the Welfare State and its relation to the class conflict (Agenda Item 3).
6. Changes in the social structure and abasement of the working class. The problems of his acting as a class from the Marxist perspective (Agenda item 3).
7. The Neo-Bewerian perspectives on the structure of classes and the "new middle classes" (Agenda item 3)
8. The Neo-Marxist perspective on the structure of classes and the "new middle classes" (Agenda item 3).
9. Differences and similarities between the neomarxist and neo-Bewerian perspective on the class structure (Agenda item 3).
10. The functionalist and structural-functionalist perspective on social stratification (Agenda Item 3).
11. Other approaches to classes and social stratification (technocratic, post-industrialists, etc.) (Agenda item 3).
12. The analytical integration between class and gender: the position of women in terms of social class analysis (Agenda Item 4).
13. Class positions based on inequalities for ethnic reasons: class and ethnicity (theme 4 of the program)
14. Class and age: age as a factor of inequality (Theme 4 of the program)
15. The most relevant change factors of current developed societies for class analysis (Agenda Item 4).
16. The incidence of technological innovation on the occupational structure and on the class structure (Agenda Item 4).
17. New social movements as a form of collective action and representation of interests (Agenda item 4).
18. Characteristics of XXXX (a specific movement) as a new social movement (Theme 4 of the program).
19. Current trends in social exclusion: social dualization and poverty (theme 5 of the program).
20. Measures against poverty and social exclusion (Agenda item 5).
21. The Basic Income as a mechanism of social inclusion (Theme 5 of the program).
22. Measures against poverty at XXXX (a specific municipality) (Theme 5 of the program)
23. Measures against poverty and social exclusion from the "third sector" (Agenda item 5)

24. New segments of the population at risk of poverty: young people, old and new middle classes, poor (occupied) people

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lecturer presentation	11	0.44	11, 5, 12
Seminars	38	1.52	1, 6, 7, 8, 9, 10
Students presentations	2	0.08	4, 12
Type: Supervised			
Documentation and bibliography	2	0.08	11, 5, 10
Group work	8	0.32	4, 12
Individual tutorials	9	0.36	4, 8, 9, 10
Oriented readings	4	0.16	12
Type: Autonomous			
Exam preparation and practice assessable	30	1.2	1, 5, 6, 12, 7, 8, 9, 10
Material organization	18	0.72	5, 12, 7, 8
Personal study	15	0.6	11, 12
Search for information and documentation	9	0.36	11, 5

Assessment

The evaluation developed throughout the course consists of the following elements:

- Individual written test (exam), which evaluates the theoretical and conceptual knowledge of the subject achieved by the student, as well as his capacity for analysis and critical reasoning. The qualification obtained represents 50% of the final mark and it is necessary to obtain a minimum of 3.5 out of 10 to pass the subject. The importance of the individual written test in the assessment derives from the essentially theoretical nature of the student, subject In spite of the practical examples and concretions that are done throughout the course, the validation of the knowledge and capacities required by the subject have in the written test a basic component.
- Work in groups of two people on a specific topic among the list of topics suggested by the teacher, who supervises their development. The work is discussed on the part of the students who have chosen a subject similar to the seminars qualified in this regard. Its characteristics are indicated in the "Course work guide" facilitated at the beginning of the course and the possible themes to develop appear in the teaching methodology and training activities section. The grade obtained represents 35% of the final mark. During the last sessions of the course, and voluntarily for the students, some works will be presented in class; These presentations will have a positive impact (up to one point) on the final evaluation. The work is presented in writing on the last day of class and delivery will not be accepted out of time. After evaluating it can be improved (the work and, therefore, the note) until the date that is set before the end of the classes.

- Practical exercise (group practice) carried out in groups of four people in the classroom. In the exercise, the structure of classes according to theoretical perspectives specific and treated in previous classes is specified by Spain and / or Catalonia. In addition to enhancing group work, the exercises evaluate various competencies. The qualification obtained represents 15% of the final mark.

RECOVERY. On the date assigned by the Faculty, a review of recovery will be carried out by the people who require it to pass the subject. Until this date, the students will also be able to improve the note of the group work following the instructions of the professor in tutoring.

- "Not evaluable" or "Not presented": People without any evaluation activity or only with the completion of the practical exercise in a group

The hours assigned to each evaluation activity are considered in the methodology and training activities section.

In accordance with article 117.2 of the UAB Academic Regulations, the evaluation of those students who have been enrolled before may consist of a single synthesis examination. The students who wish to be evaluated this way should contact the professor at the beginning of the semester.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Group work of two people	35%	0	0	11, 1, 5, 4, 6, 12, 7, 8, 10
Practical exercise in a group	15%	2	0.08	1, 7, 8
Written individual test	50%	2	0.08	1, 3, 2, 4, 6, 7, 9, 10

Bibliography

The bibliography of the subject is divided into: 1) what is considered basic (of compulsory reading) and 2) what is considered advisable and complementary

BASIC BIBLIOGRAPHY:

A) -Kerbo, H.R. (2003), Social Stratification and Inequality: The conflict of class in historical, comparative and global perspective. Especially the chapters:

-1 and 2 (Theme I of the program) -3 and 4 (Theme II of the program)

-5 (Agenda item III) -6 (Theme V of the program)

-12 (Theme IV of the program)

B) Dossier (photocopy service)

Theme 1 and theme 2 of the program

Miguélez, F. et al. (1997): Inequality and change. The contemporary social structure. Barcelona, Proa-UAB. (Chapter 2)

Requena, M. ; Salazar, L. i Radl, J. (2013), Social Stratification, Madrid, McGraw Hill. (chapter 1) pp. 1-23.

Agenda item 3

Done R. (1995): Contemporary social structure, Madrid. Twenty-first century Pp. 87-136.

Lacalle, D. (2006), The working class in Spain. Continuities, transformations, changes, Madrid, FIM-El Viejo Topo (Chapter 1 "The threshold of the twenty-first century" (also useful IV)

Theme 4 of the program

Riechmann, J. and Fernández Buey, F. (1994): networks that give freedom. Introduction to the new social movements, Barcelona, Paidós (Chapter 1).

Miguélez, F. et.il. (1997): Inequality and change. The contemporary social structure, Barcelona, Proa.-UAB (Chapter 5)

Lope, A. (2015), "Work and social inclusion: a relationship in danger", in Lavboratorio, Magazine of Social Sciences of the University of Buenos Aires nº 26.

Tezanos, J. F. (2016), "The dynamics of inequalities and social stratification", in Social situation in Spain 2015. Madrid, Center for Sociological Research (CIS).

Fundación Foessa (2012), La pobreza y la exclusión en la crisis, un desafío estructural, Madrid, Función Foessa (pp. 1-22 y 33-38)

Agenda item 5 (also item 3)

Wright, E. O. (2018), "From the battles of the great paradigm to pragmatic realism: towards a comprehensive analysis of classes", to Olin Wright, E., Understanding the social classes, Madrid, Akal (pp. 13-33)

COMPLEMENTARY BIBLIOGRAPHY:

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-AAVV (2013), "La lucha por la igualdad" a Gaceta Sindical nº 20 (monografico)

-AVAVV (2016): The social situation in Spain 2015. Madrid, Center for Sociological Research

-Carabaña, J. (2017), Rich and poor, Madrid, La Catarata.

-Carabaña, J. y. de Francisco, A. (comps.) (1994): Contemporary theories of social classes, Madrid, Pablo Iglesias.

- Crompton, R. (1994), Class and stratification. An introduction to the current debates, Madrid, Tecnos
- De Francisco, A. (1996): Sociología de la cambio social, Barcelona, Ariel.
- Castel, R. (1997): The metamorphosis of the social issue, Buenos Aires, Paidós.
- Castells, M. (2015, 2nd edition), Networks of indignation and hope: the social movements in the Internet age, Madrid, Alliance.
- Erikson, R. and Goldthorpe, J. (1996), "Concepts, data and strategies of quiry, the flow statement: a study of class mobility in industrial societies", in Holmwood, J. (dir.), Social Stratification, Cheltenham, Elgar Reference Ed.
- Estivill, J. (coord.), (2010), The Catalan Observatoryfor Poverty, Vulnerability and Social Inclusion. European foundations and precedents, Barcelona, Generalitat de Catalunya, Catalan Institute of Assistance and Social Services.
- Giddens, A. (1983): The structure of classes in advanced societies, Madrid, Alliance.
- Goldthorpe, J.H. (2012), "Back to class and status: why a sociological perspective of social inequality must be claimed" to the Spanish Journal of Sociological Research, No. 137 pp. 43-58.
- González, J.J. i Requena, M. (2005), Three decades of social change in Spain, Madrid, Alliance.
- Lacalle, D. (2006), The working class in Spain. Continuities, transformations, changes, Madrid, FIM-El Viejo Topo.
- Lucas, A. (coord.) (2007): Sociedad Estructura de las Sociedades Avanzadas, Madrid, Pearson Educación.
- Navarro, V. (coord.) (2004), The State of Welfare in Spain, Madrid, Tecnos.
- Offe, C. (1988): Political parties and new social movements, Madrid, System.
- Owen, J. (2012), "Chavs". The demonization of the working class, Madrid, Captain Swing.
- Requena, M. ; Salazar, L. i Radl, J. (2013), Social Stratification, Madrid, McGraw Hill.
- Sen, A. (1999), Development asfreedom, Oxford, Oxford University Press.
- Tezanos, J.F. (ed.) (2001): Trends in inequality and social exclusion, Madrid, System.
- Tirado, A. and Romero, R. (2016), The working class does not go to paradise, Madrid, Akal.
- Wright, E.O (1995): "The class analysis of poverty", in AAVV: Inequality and social classes, Madrid, Fundación Argentaria-Visor
- Wright, E. O. (2018), Understanding the social classes, Madrid, Akal.

Websites:

- <http://www.europe.eu/int/comm/eurostat>
- <http://www.ine> (data Spain)
- <http://www.idescat> (data Catalunya)