

Social Change and Globalisation

Code: 101144
ECTS Credits: 6

Degree	Type	Year	Semester
2500262 Sociology	OB	3	1
2503778 International Relations	OB	3	1

Contact

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Use of languages

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

Teachers

Francesc Muñoz Pradas
Sheila Gonzalez Motos

Prerequisites

ENG: The general official criteria.

Objectives and Contextualisation

A number of international associations and agencies have described the context of this subject. This course aims at teaching to state specialised judgements on social changes, development and globalisation by drawing on different specialties in the social sciences, mostly sociology, but also anthropology, demography, economics, geography or political sciences. Students will be stimulated to work on their own and improve their communicative skills. The relevance of these three topics (social changes, development and globalisation) has been widely recognised in the context of contemporary social transformations, as well as their intimate connection with such sociological issues as inequalities and power.

- The International Sociological Association includes the Research Committee on Social Transformations and Sociology of Development (ISA RC-09) strives to represent sociologists interested in the study of social transformations and development around the world, regardless of their theoretical persuasion, methodological approaches or ideological perspective (<http://www.isa-sociology.org>)

- UNESCO runs the Programme on the Management of Social Transformations (MOST). It acknowledges that the "UNESCO mandate to promote social sciences is more relevant than ever because of the globalization of social issues and the increasing need for their global governance" (UNESCO 186 EX/10 document (<http://unesdoc.unesco.org>))

- The Comparative Research Programme on Poverty and the *Consejo Latinoamericano de Ciencias Sociales* collaborate in research on the social causes of poverty. In their view, the dominant global regime fails by and large in human-rights terms by perpetuating poverty and dependence and by bringing on new risks and

vulnerabilities with which the poor are least able to cope: economic crises, for example, as well as environmental degradation, resource depletion, climate change, and extreme weather events. Yet, this regime also includes some positive elements - such as the recognition of human rights, women's rights, equality and non-discrimination standards, labour rights and environmental protections - which were typically gained by activists from South and North in protracted struggles and now provide openings in many countries for the poor and disenfranchised to hold their governments to account and to protect their human rights. Building on these achievements, CROP will work for the prominent incorporation of the imperative of poverty avoidance into the design of the global institutional order. Such incorporation in turn requires a much fuller understanding of the nature, extent, depth, distribution, trends, causes and effects of poverty (CROP <http://www.crop.org>, CLACSO <http://www.clacso.org.ar>)

- The Committee on Global Thought uses its research and programs to connect the social sciences with an increasingly global society through collaborative workshops, seminar courses and community events. The Committee on Global Thought recognizes that many of the world's problems, such as poverty, inequality and governance, fall increasingly in the spaces between academic disciplines (<http://cgt.columbia.edu>)

- El Centro Latinoamericano y Caribeño de Demografía (CELADE) se guía por un claro objetivo: hacer un aporte al conocimiento de los diversos aspectos de los temas de población, que permita elaborar y aplicar políticas que apunten a lograr la igualdad y el respeto de los derechos humanos. Los problemas y desafíos de la adolescencia y juventud latinoamericanas; el envejecimiento de la población y la situación de las personas mayores; la desigualdad que afecta a los pueblos indígenas y afrodescendientes; las variadas dimensiones de la migración internacional en América Latina; la migración interna; la segregación residencial; la fecundidad adolescente y su presencia pertinaz en la región; la pobreza y la vulnerabilidad social son algunos de los temas abordados por la serie del CELADE (<http://www.cepal.org>)

Skills

Sociology

- 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.
- Applying the concepts and approaches of the sociological theory, specially the explanations of social inequalities between classes, between genders and between ethnic groups, to the implementation of public policies and to the resolution of conflict situations.
- Demonstrating a comprehension of the analysis of social phenomena presented in English, as well as observing their strengths and weaknesses.
- 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 self-learning strategies.
- Respecting the diversity and plurality of ideas, people and situations.
- Searching for documentary sources starting from concepts.
- Students must be capable of assessing the quality of their own work.
- 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. Apply the variety of ideological readings of inequality to a country other than Spain.
2. Comparing the different theoretical approaches about social structure.
3. Comparing these explanations in different countries.
4. Defining the involvement of the main sociological debates about social structure.

5. Defining the most common concepts used to explain inequalities.
6. Defining the necessary concepts in order to understand the social structure.
7. Demonstrating a comprehension of the analysis of social phenomena presented in English, as well as observing their strengths and weaknesses.
8. Developing self-learning strategies.
9. Expressing the debates regarding these approaches, that refer to the social structure.
10. Identifying the involvement of these approaches in order to understand the social structure.
11. Identifying their validity to explain the social reality of Spain and Catalonia.
12. Relating the definitions and explanations of inequality with general theoretical and methodological debates.
13. Relating these general debates with their epistemological and ethical assumptions.
14. Respecting the diversity and plurality of ideas, people and situations.
15. Searching for documentary sources starting from concepts.
16. Students must be capable of assessing the quality of their own work.
17. 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

ENGLISH

1. Global governance and social change
2. States, markets and socio-economic changes
3. Demography and development.
4. The economic sociology of global value chains and financialisation.
5. Europeanisation, politics and social movements in a globalised world.
6. Social inequalities across complex geographical scales

Methodology

ENGLISH

The course will consist of general lectures and two sets of seminars. Basically, the lectures will focus on the main topics included in the syllabus. In the Sociology seminars, students will discuss the compulsory reading list and analyse a sample of case studies where the main theories are illustrated. In the Demography seminars, students will learn the basics of demography and its contribution to the analysis of development.

Full details on the work plan and schedule will be published through the Virtual Campus.

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Demography Seminars	15	0.6	1, 16, 15, 7, 8, 12, 14
Lectures	24	0.96	3, 4, 7, 13, 12
Sociology seminars	15	0.6	1, 16, 3, 4, 7, 8, 13, 12, 14
Type: Supervised			
Consultation	15	0.6	16, 15, 7, 8, 17
Writing assignments	7	0.28	16

Type: Autonomous

Analysis	24	0.96	16, 15, 3, 4, 7, 8, 17, 14
Reading	43	1.72	1, 16, 3, 4, 7, 8, 17, 13, 12

Evaluation

ENGLISH

Assessment activities:

1. Questions on the compulsory reading list (30% final grade). Individual. If you fail, you can apply for re-examination.
2. Writing an essay (30% final grade). Group. Drafts can be discussed before final delivery.
3. Sociological and demographic analysis of a social change connected to development (40% final grade). Group (1-3 pers). Drafts can be discussed before final delivery.

Assessment criteria:

- Activities 1 and 2: mastery of compulsory readings (C1, C2, C4, CT1, G2, CT3), correct writing (G2, CT3), significant illustrations mentioned (G2, CT3), coherent theoretical argumentation (G2, G3, CT3).
- Activity 3: salient documentation, analysis of demographic data (CE5, G2, CT3, CT4), clear handout of basic data (CE5, G2, CT3), account of relevant factors (CE5, G1, G2, CT3), theoretically grounded argument (G2, G1, CT3, G3).
- "NO PRESENTAT" ("no grade") mark is restricted to those students who don't deliver any assignment.
- If detected, PLAGIARISM entails failing the whole subject.
- Information about days to DISCUSS GRADES will be published in the Virtual Campus. However, in January and February 2012 consultation hours will be scheduled for this issue.
- All UAB students, either from Llicenciatura or from Grau, are required to attend the same classes and submit the same assignments. The Llicenciatura "second chance" finishes in February.

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Analysing social changes related to development in a country	40%	3	0.12	1, 16, 15, 3, 2, 5, 6, 4, 7, 8, 9, 17, 10, 11, 13, 12, 14
Questions on the reading list	30%	2	0.08	1, 16, 3, 4, 17, 13, 12
Writing an essay	30%	2	0.08	1, 16, 3, 4, 7, 17, 13, 12

Bibliography

Canvi social (social change)

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