

**1. General information****Course:** SOCIOLOGY OF EDUCATION**Type:** BASIC**Degree:** 303 - UNDERGRADUATE DEGREE IN EARLY CHILDHOOD EDUCATION**Center:** 103 - FACULTY OF EDUCATION OF CUENCA**Year:** 1**Main language:** Spanish**Use of additional languages:****Web site:****Code:** 47303**ECTS credits:** 6**Academic year:** 2023-24**Group(s):** 33**Duration:** First semester**Second language:** English**English Friendly:** Y**Bilingual:** N**Lecturer:** JOSE REMO FERNANDEZ CARRO - Group(s): 33

Building/Office	Department	Phone number	Email	Office hours
Facultad de Educación, 2.02; Facultad de Ciencias Sociales, 4.27.	FILOSOFÍA, ANTROPOL, SOCIOL Y ESTÉTICA	969179100 ext 4426	joseremo.fernandez@uclm.es	

2. Pre-Requisites

There are no prerequisites, but competency in the use of word processing programs (such as MS-Word) and spreadsheets (such as MS-Excel) is recommended, as well as proficiency in communication applications (such as Moodle and MS-Teams) and the ability to conduct internet searches.

3. Justification in the curriculum, relation to other subjects and to the profession

Sociology deals with the social dimension of the educational process and the relationship between the school and that social context. The training requires an understanding of the social, economic, and political context of education in order to effectively assess the depth, scope, and significance of teaching practice and its role in the educational context. Sociology of Education also aims to promote the future teacher's critical and reflective attitude, enhance their adaptability to diverse environments, and foster initiative for innovation.

The subject Sociology of Education is integrated into Module 1.1.3, Society, Family, and School, which belongs to Module 1, Basic Training, of the Bachelor's Degree in Early Childhood Education at the University of Castilla-La Mancha. The Basic Training module comprises sociological, psychological, and pedagogical subjects.

4. Degree competences achieved in this course**Course competences**

Code	Description
1.1.3.II.03	Encourage and collaborate in functions, both in and out of the center, which are organized by families, city halls, and other institutions that have an influence on the formation of citizens.
1.1.3.II.04	Analyse and incorporate the most relevant questions to the current society that affect familial and school education in a critical manner: social and educational impact of audiovisual languages and on screens; changes in relations within and between genders; multiculturalism and interculturalism; social discrimination and inclusion and sustainable development.
1.1.3.II.05	Understand the historical evolution of the family, different types of families, lifestyles, and education with the familial context.
CB02	Apply their knowledge to their job or vocation in a professional manner and show that they have the competences to construct and justify arguments and solve problems within their subject area.
CB03	Be able to gather and process relevant information (usually within their subject area) to give opinions, including reflections on relevant social, scientific or ethical issues.
CB04	Transmit information, ideas, problems and solutions for both specialist and non-specialist audiences.
CB05	Have developed the necessary learning abilities to carry on studying autonomously
CG03	Design and regulate learning spaces within the context of diversity that attend to the singular educational necessities of the pupils, gender equality, equity, and respect for human rights.
CG04	Encourage co-existence in and out of the classroom and address the peaceful resolution of conflicts. Know how to systematically observe learning and coexistence contexts and know how to reflect upon them.
CG05	Carry out group reflections upon the acceptance of rules and respect for others. Encourage the autonomy and singularity of each pupil as factors of education on emotions, feelings, and values in early childhood.
CG07	Know the educational implications of Information and Communication Technology and particularly those of television in early childhood.
CG09	Understand how early childhood educational centers are organized and know the diversity of actions that their operation entails. Accept that the teaching practice must work toward perfection and adapt to scientific, pedagogical, and social changes in life.
CG10	Act as a counselor to parents in relation to family education for the stage of 0-6 years old and master social abilities in the treatment of and relation with the family of each pupil, and with all the families as a whole.
CG11	Reflect upon the practices of the classroom to innovate and improve the teaching process. Acquire habits and skills for autonomous and co-operative learning and encourage them in the pupils.
CG12	Comprehend the operation, possibilities, and limits of education in the current society and the fundamental competences that affect early childhood educational centers and their professionals. Comprehend the models for quality improvement and the application thereof in the centers.
CT02	Master Information and Communication Technology (ICT).
CT03	Correct oral and written communication.
CT04	Commitment and professional ethics.

CT05	Encourage the respect of fundamental rights and equality between men and women.
CT06	Encourage the respect and promotion of Human Rights and the principles of universal accessibility and design for all in conformity with the stipulated information in the tenth clause of the Final Disposition of Law 51/2003, of the 2 of December, Equal Opportunity, Non-Discriminatory Policies and Universal Accessibility for People with Disabilities.
CT07	Promote values that belong to a culture of peace, and democratic values.

5. Objectives or Learning Outcomes

Course learning outcomes

Description

Know how to analyse the social context within any educational centre or any other structure that has an impact on education, and translate it into a report.

Know how to analyse and interpret intragroup relations, through sociograms and other techniques, and translate it into a report.

Know how to analyse and interpret gender relationships, social class, race, culture or religion existing in the classroom or any group and structure linked to education, and make proposals that promote equality.

Know how to detect situations of exclusion and risk of exclusion in education, and propose action-plans to stop and prevent it.

Know the political, socio-cultural and institutional structure in which education is structured.

Know how to analyse audiovisual languages and their influence in education between the ages of 0-6 years.

Establish educational strategies with socio-educational centres so that they have a positive impact on Early Childhood Education.

Master specific terminology of the subjects that make up the module.

Master the subject-specific terminology.

6. Units / Contents

Unit 1: Basic Sociological Concepts and Methods.

Unit 2: Social Structure and Inequalities. Gender, Social Class, Ethnicity, and Cultural Diversity. Discrimination and Inclusion.

Unit 2.1 Theories of Integration: Human Capital and Meritocracy.

Unit 2.2 Theories of Social Conflict (1): Inequality, Stratification, and Social Exclusion.

Unit 2.3 Theories of Social Conflict (2): School and the Reproduction of Inequality.

Unit 2.4 Theories of Social Conflict (3): Gender and Ethnicity.

Unit 3: Sociology of School Organization and Classroom Interaction: School Curriculum, Teachers, and Students.

Unit 4: Sociology of the Family and Childhood. Types of Families and Lifestyles. Sociology of Life Stages and Intergenerational Relationships.

ADDITIONAL COMMENTS, REMARKS

This curriculum has a strong thematic relationship with the syllabus of the "Education and Society" course in the 2nd year of the Bachelor's Degree in Early Childhood Education.

7. Activities, Units/Modules and Methodology

Training Activity	Methodology	Related Competences (only degrees before RD 822/2021)	ECTS	Hours	As	Com	Description
Other on-site activities [ON-SITE]	Combination of methods	1.1.3.II.03 1.1.3.II.04 1.1.3.II.05 CB02 CB04 CB05	0.4	10	Y	Y	Discussion and sharing of readings or results of the students' assignments in the classroom.
Study and Exam Preparation [OFF-SITE]	Self-study	1.1.3.II.03 1.1.3.II.04 1.1.3.II.05 CB02 CB03 CB04 CB05	1.2	30	Y	N	Exam preparation.
Final test [ON-SITE]	Assessment tests	1.1.3.II.03 1.1.3.II.04 1.1.3.II.05 CB02 CB03 CB04 CB05	0.08	2	Y	Y	The usual test.
Class Attendance (theory) [ON-SITE]	Lectures	1.1.3.II.03 1.1.3.II.04 1.1.3.II.05 CB02 CB03 CB04 CB05 CG03 CG04 CG05 CG07 CG09 CG10 CG11 CG12 CT02 CT03 CT04 CT05 CT06 CT07	1	25	Y	Y	At the beginning of each topic, the professor will provide an introductory presentation and explain how it will be approached and worked on.
Class Attendance (practical) [ON-SITE]	Combination of methods	1.1.3.II.03 1.1.3.II.04 1.1.3.II.05 CB02 CB03 CB04 CB05 CG03 CG04 CG05 CG07 CG09 CG10 CG11 CG12 CT02 CT03 CT04 CT05 CT06 CT07	0.6	15	Y	Y	Explanation, supervision, and resolution of doubts regarding practical assignments with different methodologies.
In-class Debates and forums [ON-SITE]	Debates	1.1.3.II.03 1.1.3.II.04 1.1.3.II.05 CB02 CB03 CB04 CB05 CG05 CG07 CG09 CT02 CT03 CT04 CT05 CT06 CT07	0.32	8	Y	Y	Discussion and sharing of readings or results of the assignments completed by students in the classroom.
Analysis of articles and reviews [OFF-SITE]	Reading and Analysis of Reviews and Articles	1.1.3.II.03 1.1.3.II.04 1.1.3.II.05 CB02 CB03 CB04 CB05 CG03 CG09 CG11 CG12 CT02 CT03 CT04 CT05 CT06 CT07	0.8	20	Y	Y	Readings, analysis, and commentary of texts (reference manuals, scientific journal articles, as well as newspaper articles and audiovisual material).
Writing of reports or projects [OFF-SITE]	Combination of methods	1.1.3.II.03 1.1.3.II.04 1.1.3.II.05 CB02 CB03 CB04 CB05 CG03 CG04 CG09 CG11 CG12 CT02	1.6	40	Y	Y	Individual development of practical assignments, original essays, and other tasks such as reflection on the

		CT03 CT04 CT05 CT06 CT07					subject and self-evaluation.
Total:			6	150			
Total credits of in-class work: 2.4			Total class time hours: 60				
Total credits of out of class work: 3.6			Total hours of out of class work: 90				

As: Assessable training activity

Com: Training activity of compulsory overcoming (It will be essential to overcome both continuous and non-continuous assessment).

8. Evaluation criteria and Grading System			
Evaluation System	Continuous assessment	Non-continuous evaluation*	Description
Other methods of assessment	20.00%	20.00%	Flipped classes or similar, with in-class correction or submission; part of them will be the elaboration of the course work. They are not recoverable.
Final test	50.00%	50.00%	The final assessment can be either an exam or an original written assignment.
Theoretical papers assessment	30.00%	30.00%	Completion of individual assignments. "Coursework".
Total:	100.00%	100.00%	

According to art. 4 of the UCLM Student Evaluation Regulations, it must be provided to students who cannot regularly attend face-to-face training activities the passing of the subject, having the right (art. 12.2) to be globally graded, in 2 annual calls per subject, an ordinary and an extraordinary one (evaluating 100% of the competences).

Evaluation criteria for the final exam:

Continuous assessment:

Final exam

- Basic knowledge.
- Competence in evaluation and elaboration.
- Ability to assess the relevance of the content, synthesize it, and establish connections.
- Logical organization of the content.

Group and/or individual assignments

- Content (relevance, pertinence, coherence, clarity, synthesis capability, and contribution/originality).
- Bibliography (relevance, impact, diversity, and currency).
- Presentation.

The grades obtained for the approved parts will be kept for the extraordinary assessment, but not for the following academic year.

Plagiarism is a serious violation of academic integrity.

Any instance of plagiarism in an assessment will result in an immediate failure in that assessment. Consult the instructor if there are any doubts about what constitutes plagiarism and how to avoid it. The use of Artificial Intelligence applications, in whole or in part, is not allowed in coursework.

Non-continuous evaluation:

Final exam

- Basic knowledge.
- Competence in evaluation and elaboration.
- Ability to assess the relevance of the content, synthesize it, and establish connections.
- Logical organization of the content.

Group and/or individual assignments

- Content (relevance, pertinence, coherence, clarity, synthesis capability, and contribution/originality).
- Bibliography (relevance, impact, diversity, and currency).
- Presentation.

Plagiarism is a serious violation of academic integrity.

Any instance of plagiarism in an assessment will result in an immediate failure in that assessment. Consult the instructor if there are any doubts about what constitutes plagiarism and how to avoid it. The use of Artificial Intelligence applications, in whole or in part, is not allowed in coursework.

Specifications for the resit/retake exam:

In the extraordinary assessment, the format of the final exam may change and it could be either an exam or a written assignment, but the content remains the same and is recoverable.

The grades obtained for the previously approved parts will be considered in this assessment, but the grades from this assessment will not be carried forward to subsequent assessments.

In case of force majeure circumstances, such as an epidemic, the final exam may be conducted online.

Specifications for the second resit / retake exam:

In the special completion assessment, the format of the final exam may change and it could be either an exam or a written assignment, but the content remains the same and is recoverable.

It is likely to be the same format as the assessment for the current course and at the same time as that of the coursemates.

In case of force majeure circumstances, such as an epidemic, the final exam may be conducted online.

9. Assignments, course calendar and important dates	
Not related to the syllabus/contents	
Hours	hours
Study and Exam Preparation [AUTÓNOMA][Self-study]	30
Final test [PRESENCIAL][Assessment tests]	2
General comments about the planning: Activities length shall be adjusted following the needs of the course.	
Unit 1 (de 4): Basic Sociological Concepts and Methods.	
Activities	Hours
Other on-site activities [PRESENCIAL][Combination of methods]	1.5
Class Attendance (theory) [PRESENCIAL][Lectures]	3.6
Class Attendance (practical) [PRESENCIAL][Combination of methods]	2.2
In-class Debates and forums [PRESENCIAL][Debates]	1.1

Analysis of articles and reviews [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	2.66
Writing of reports or projects [AUTÓNOMA][Combination of methods]	5.3
Unit 2 (de 4): Social Structure and Inequalities. Gender, Social Class, Ethnicity, and Cultural Diversity. Discrimination and Inclusion.	
Activities	Hours
Other on-site activities [PRESENCIAL][Combination of methods]	5.7
Class Attendance (theory) [PRESENCIAL][Lectures]	14.3
Class Attendance (practical) [PRESENCIAL][Combination of methods]	8.5
In-class Debates and forums [PRESENCIAL][Debates]	4.25
Analysis of articles and reviews [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	10.67
Writing of reports or projects [AUTÓNOMA][Combination of methods]	21.4
Unit 3 (de 4): Sociology of School Organization and Classroom Interaction: School Curriculum, Teachers, and Students.	
Activities	Hours
Other on-site activities [PRESENCIAL][Combination of methods]	1.4
Class Attendance (theory) [PRESENCIAL][Lectures]	3.6
Class Attendance (practical) [PRESENCIAL][Combination of methods]	2.2
In-class Debates and forums [PRESENCIAL][Debates]	1.05
Analysis of articles and reviews [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	2.67
Writing of reports or projects [AUTÓNOMA][Combination of methods]	5.3
Unit 4 (de 4): Sociology of the Family and Childhood. Types of Families and Lifestyles. Sociology of Life Stages and Intergenerational Relationships.	
Activities	Hours
Other on-site activities [PRESENCIAL][Combination of methods]	1.4
Class Attendance (theory) [PRESENCIAL][Lectures]	3.5
Class Attendance (practical) [PRESENCIAL][Combination of methods]	2.1
In-class Debates and forums [PRESENCIAL][Debates]	1.6
Analysis of articles and reviews [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	4
Writing of reports or projects [AUTÓNOMA][Combination of methods]	8
Global activity	
Activities	hours
Class Attendance (theory) [PRESENCIAL][Lectures]	25
Class Attendance (practical) [PRESENCIAL][Combination of methods]	15
Other on-site activities [PRESENCIAL][Combination of methods]	10
Study and Exam Preparation [AUTÓNOMA][Self-study]	30
Final test [PRESENCIAL][Assessment tests]	2
Analysis of articles and reviews [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	20
In-class Debates and forums [PRESENCIAL][Debates]	8
Writing of reports or projects [AUTÓNOMA][Combination of methods]	40
Total horas: 150	

10. Bibliography and Sources					
Author(s)	Title/Link	Publishing house	Citv	ISBN	Year Description
Bonal, X.	Sociología de la educación. Una aproximación crítica a las corrientes contemporáneas.	Paidós	Madrid		1998 Referencia.
Anyon, Jean	Clase social y conocimiento escolar	Ariel	Barcelona		Lectura obligatoria.
Bourdieu, P.	Las estrategias de conversión.	Ariel	Barcelona		1999 Referencia.
Fernández Enguita, M.	Sociología de la Educación. Lecturas básicas y textos de apoyo.	Ariel	Barcelona		1999 Referencia importante.
Fernández Palomares, Francisco	Sociología de la educación.	Pearson Educación	Madrid	978-84-205-3554-8	2003 Manual.
Garvía, R.	Conceptos fundamentales de Sociología.	Alianza	Madrid		1998 Referencia.
Bernstein, B.	Una crítica de la educación compensatoria	Ariel	Barcelona		1999 Referencia.
Giddens, A., y Sutton, P.W.	Sociología (8ª edición)	Alianza	Madrid	9788491812371	2018 Manual de curso.
Giddens, Anthony	Familia.	Taurus	Madrid	978-84-306-0385-5	2000 Lectura obligatoria.
Giner, S., Lamo de Espinosa, E., y Torres, C. (comps.)	Diccionario de Sociología.	Alianza	Madrid		1998 Referencia.
Levitt, Steven D., y Dubner, Stephen J.	¿Qué hace perfecto a un padre?	Ediciones B.	Barcelona	9788496581814	2007 Lectura obligatoria.
Macdonis, J.J., y	Sociología (3ª edición).	Pearson	Madrid	978-84-205-	2007 Referencia.

Plummer, K.		Educación		5030-5	
Dubet, François	Repensar la justicia social: contra el mito de la igualdad de oportunidades	Siglo XXI	Buenos Aires	978-987-629-163-7	Referencia interesante sobre el hilo conductor del 2011 curso, la interacción entre la educación y la democracia.
https://www.amazon.es/Repensar-justicia-social-Fran%C3%A7ois-Dubet/dp/9876291637/ref=sr_1_1?adgrpid=55617732865&hvadid=275361163892&hvdev=c&hvlocphy=9047058&hvnetw=g&hvqmt=e&hvrnd=12370004351612756991&hvtargid=kwd-461955846892&hydadcr=1981_1823572&keywords=repensar+la+justicia+social&qid=1687773108&sr=8-1					