

SUBJECT TEACHING GUIDE

G290 - Society, Culture and Education

Double Degree in Teaching in Early Childhood Education and Primary Education
Degree in Early Childhood Education

Academic year 2021-2022

1. IDENTIFYING DATA					
Degree	Double Degree in Teaching in Early Childhood Education and Primary Education			Type and Year	Core. Year 2 Core. Year 1
Faculty	School of Teacher Training				
Discipline	Subject Area: Society, Family and Schools Basic Training Module				
Course unit title and code	G290 - Society, Culture and Education				
Number of ECTS credits allocated	6	Term	Semester based (1)		
Web					
Language of instruction	Spanish	English Friendly	No	Mode of delivery	Face-to-face

Department	DPTO. EDUCACION
Name of lecturer	IÑIGO GONZALEZ DE LA FUENTE
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Office	Edificio Interfacultativo. Planta: + 3. DESPACHO PROFESORES (366)
Other lecturers	MARTA GARCIA LASTRA LOREA ROMERO GUTIERREZ ELENA SAINZ DE LA MAZA QUINTANAL

3.1 LEARNING OUTCOMES

- To know how to identify the changes in the family and its relationship to education

- Ability to identify the most important social changes that are taking place in today's society

Ability to identify the most important social changes that are taking place in today's society, identifying its most influential factors and their consequences

Ability to identify the most important social changes that are taking place in today's society, identifying its most influential factors and their consequences

- Be able to describe the basic dimensions of society

- To identify the social functions of education and the key factors of education and society relationship

- Ability to use basically the techniques of social research

4. OBJECTIVES

To familiarize to Sociology

To know and value the social functions of school

To know the most important techniques of social research

To recognize the cultural diversity in society and analyze the school challenge of multiculturalism

To analyze the characteristics of the society of knowledge and the society of information

To analyze the characteristics of social stratification (socio-economic, ethnic and gender)

To relate the education system with other dimensions of social life

RELATED TO PERSONAL AND PROFESSIONAL DEVELOPMENT

To know and understand the relationships between education and society

To know and understand the relationships between education and society

To gain critical insight to approach the educational world

To develop a sociological view of social phenomena

6. COURSE ORGANIZATION	
CONTENTS	
1	<p>Studying Society. Key Words:</p> <p>1.1.- Society. The process of socialization. Social change and globalization. Social institutions: family, education, work, religion, politics.</p> <p>1.2.- Culture, social groups and social interaction. Mechanisms of cultural change.</p>
2	<p>Researching (in) school. Social Research Techniques</p>
3	<p>Studying Education:</p> <p>3.1.- Education. Social functions of education. The relationship between education and social environment.</p> <p>3.2.- School and social exclusion. Towards an inclusive school. Intercultural education. Coeducational school, sex education</p>
4	<p>Social and educational inequalities:</p> <p>4.1.- Ethnic and cultural inequalities. Culture (majority / ethnic minorities). Cultural diversity. Practices and ideologies of difference and inequality.</p> <p>4.2.- Gender inequalities. Sex, gender and sex-gender diversity From marginalization to the feminization of teaching. Sexism in today's society and school.</p> <p>4.3.- Class inequalities. Social classes (economic, cultural, social, symbolic capital). Consumption and lifestyles. Socio-economic and socio-spatial segregation (residential and school ghettoization).</p> <p>4.4.- Other inequalities. Age, disability, religious affiliation, rural-urban environment.</p>

7. ASSESSMENT METHODS AND CRITERIA

Description	Type	Final Eval.	Reassessn	%
Theoric exam	Written exam	Yes	Yes	40,00
Work folder	Work	No	Yes	60,00
TOTAL				100,00
Observations				
<p>PRESENTIALITY Each one of the subjects demands the realization of individual/group works that will be collected at the end of each one of the mentioned subjects or, even, whose date of collection or realization will be announced by the teaching staff .</p> <p>ORTHOGRAPHY We understand that the university students have assumed the linguistic abilities in relation to the oral and written expression . Therefore, spelling, grammatical and lexical correctness is essential and obligatory.</p> <p>PLAGIARISM Regarding the fraudulent (plagiarism) of the evaluation tests, the qualification will conform to what is established in article 54.1 of the Regulation of the evaluation processes in the University of Cantabria: 'The fraudulent accomplishment of the tests or activities of Evaluation will directly suppose the suspension grade '0' in the subject ' .</p> <p>CITATION RULES The Faculty assumes as a criterion for citing the APA Rules for all academic work .</p>				
Observations for part-time students				
The evaluation process for part-time students who do not go to class regularly will consist of an exam and /or delivery of papers that will be indicated by the Professor, on the date established by the Faculty for the examination of the subject. Those who come to class will be able to enjoy the same evaluation as all students.				

8. BIBLIOGRAPHY AND TEACHING MATERIALS

BASIC

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- Beltrán, J. y Hernández, F. J. (2011). *Sociología de la Educación*. Valencia: McGraw-Hill Educación.
- Cea D'Ancona, M. A. y Valle Martínez, M. S. (2010). *Xenofobias y xenofilias en clave biográfica. Relatos entrelazados de autóctonos y foráneos*. Madrid: Siglo XXI.
- Feito Alonso, R. (2006). *Otra escuela es posible*. Madrid: Siglo XXI.
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- Fernández Enguita, M. (Ed.) (1999). *Sociología de la Educación*. Barcelona: Ariel Referencia.
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- Fernández Enguita, M. (2018). *Más escuela y menos aula*. Madrid: Morata.
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- Kottak, Conrad P. (2011). *Antropología Cultural*. Madrid: McGraw-Hill.
- Macionis, J. J. y Plummer, K. (2011). *Sociología*. Madrid: Pearson Educación.
- Merino, R. y Fuente, G. de la (Coord.) (2007). *Sociología para la intervención social y educativa*. Madrid-Barcelona: Editorial Complutense-Universitat Autònoma de Barcelona.
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- Ramírez Goicoechea, E. (2011). *Etnicidad, identidad, interculturalidad: teorías, conceptos y procesos de la relacionalidad grupal humana*. Madrid: Editorial Universitaria Ramón Areces.
- Subirats, M. (2017). *Coeducación, apuesta por la libertad*. Barcelona: Octaedro.
- Trinidad Requena, A. y Gómez González, J. (coords.) (2012). *Sociedad, familia y educación. Una introducción a la Sociología de la educación*. Madrid: Tecnos.